DOCUMENT RESUME

ED 448 654 HE 033 663

AUTHOR Aviles, Christopher B.
TITLE Mastery Learning in Higher Education: A Bibliography.
PUB DATE 2001-00-00
NOTE 16p.
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Higher Education; *Mastery Learning; Research Reports; *Social Work; *Teaching Methods

ABSTRACT

Social work education journals do not always include research studies done in other academic departments in higher education. This bibliography includes materials from other academic departments related to the alternative teaching method called mastery learning. Mastery learning is a behavioral and outcome-based teaching method that involves using additional learning time and repeated testing opportunities to increase student learning. The materials listed are related to the investigation, performance, and implementation of mastery learning in higher education. The bibliography lists 184 sources. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 448 654

TITLE

Mastery Learning in Higher Education: A Bibliography

AUTHOR

Christopher B. Aviles, Ph.D., ACSW
Assistant Professor
Social Work Department C-119
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878 5327 (Wk)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C. Aviles
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

HE033663

ABSTRACT

Social work education journals tend to include research studies done in social work, and exclude studies done in other academic departments in higher education. Thus, social work educators may not be aware of resources from higher education on alternative teaching methods appropriate for the social work classroom. This bibliography includes materials related to the alternative teaching method called mastery learning.

Mastery learning is a behavioral and outcome-based teaching method that involves utilizing additional learning time, and repeated testing opportunities to increase student learning. In higher education, mastery learning has been successfully implemented in the social sciences, hard sciences, languages, math, allied health and, by this writer, in social work (Aviles, 1996). Social work educators who are interested in mastery learning may benefit from a bibliography of materials related to the investigation, performance, and implementation of mastery learning in higher education.

Abrams, J. (1979). Mastery learning in a smaller school system. Educational Leadership, 37(2), 136-139.

Allen, A. (1988). Mastery learning: Some perspectives. Outcomes, 7(3), 29-30.

Anderson, L., W. (1976). An empirical investigation of individual differences in time to learn. Journal of Educational Psychology, 68(2), 226-233.

Anderson, L., W. (1978). Using errors to improve the quality of instructional programs. (ERIC Document Reproduction Service No. ED 169 101).

Anderson, L., W. (1979). Adaptive education. Educational Leadership, 37(2), 140-143.

Anderson, L., W. (1981). A functional analysis of mastery learning. Outcomes, 1(2), 1-3.

Anderson, L., W. (1985). A retrospective and prospective view of Bloom's "learning for mastery". In M. Wang & H. Walberg (Eds.), Adapting Instruction to Individual Differences (pp. 254-268). Berkeley, CA: McCutchan.

Anderson, L., W. (1993). A functional analysis of Bloom's learning for mastery. Outcomes, 12(2), 14-18.

Anderson, L., W, & Block, J., H. (1977). Mastery learning. In D. Treffinger, J. Davis, & R. Ripple (Eds.), Handbook on teaching educational psychology (pp. 163-186). NY: Academic Press.

Anderson, L., W, & Block, J., H. (1985). Mastery learning model of teaching and learning. In T. Husen & T. Postlewaite (Eds.), International encyclopedia of education: Research and studies (1st ed., Vol. 10, pp. 3219-3230). Elmsford, NY: Pergamon.

Anderson, L., W, & Burns, R., B. (1987). Values, evidence, and mastery learning. Review of Educational Research, 57(2), 215-223.

Anderson, L., W (Ed.). (1985). Perspectives on school learning: Selected writings of John B. Carroll. Hillsdale, NJ: Lawrence Erlbaum.

Arlin, M. (1982). Teacher responses to student differences in mastery learning. American Journal of Education, 90, 334-352.

Arlin, M. (1984). Time, equality, and mastery learning. Review of Educational Research, 54(1), 65-86.

Arlin, M. (1973). Learning rate and learning rate variance under mastery learning conditions. Unpublished Ph.D. Dissertation, University of Chicago, IL.

Arrondondo, D., E, & Block, J., H. (1990). Recognizing the connections between thinking skills and mastery learning. Educational Leadership, 47(5), 4-10.

Aviles, C. B. (1996). A contrast study of mastery learning and non-mastery learning instruction in an undergraduate social work class. Unpublished Ph.D. Dissertation, SUNY at Albany.

Barber, C. (1979). Training principles and teachers for mastery learning. Educational Leadership, 37(2), 126-127.

Barber, C. (1986). Outcome-based education/mastery learning: Why do it? Outcomes, 5(3), 1-9.

Bauman, D., L. (1980). A mastery learning model applied to an undergraduate course in teacher education. Unpublished Ph.D. Dissertation, University of Alabama.

Benson, J., S, & Yeany, R., M. (1980). Generalizability of diagnostic-prescriptive teaching strategies across student locus of control and multiple instructional units. (ERIC Document Reproduction Service No. ED 187 534).

Bergin, D. (1995). Effects of a mastery versus competitive motivation situation on learning. Journal of Experimental Education, 63(4), 303-314.

Blackburn, K., T, & Nelson, D. (1985). Differences between a group using a traditional format with mastery learning and a group using a traditional format only in developmental mathematics courses at the university level: Implications for teacher education programs. (ERIC Document Reproduction Service No. ED 258 948).

Block, J., H. (1974). A description and comparison of Bloom's learning for mastery strategy and Keller's personalized system of instruction. In J. Block (Ed.), Schools, society and mastery learning (pp. 16-27). NY: Holt, Rhinehart and Winston.

Block, J., H. (1977). Individualized instruction: A mastery learning perspective. Educational Leadership, 34(5), 337-370.

Block, J., H. (1979). Mastery learning: The current state of the craft. Educational Leadership, 37(2), 114-117.

Block, J., H, & Burns, R., B. (1976). Mastery learning. In L. Shulman (Ed.), Review of Research in Education (Vol. 4, pp. 3-49). Itasca, IL: F.E. Peacock.

Block, J., H, Efthim, H., E, & Burns, R., B. (1989). Building effective mastery learning schools. NY: Longman.

Block, J., H, Efthim, H., E, & Burns, R., B. (1989). How do I implement mastery learning in my classroom? In J. Block, H. Efthim, & R. Burns (Eds.), Building effective mastery learning schools (pp. 135-216). NY: Longman.

Block, J., H, & Tierney, M., L. (1974). An exploration of two correction procedures used in mastery learning approaches to instruction. Journal of Educational Psychology. 66(6), 962-967.

Block, J., H (Ed.). (1971). Mastery learning: Theory and practice. NY: Holt, Rhinehart and Winston.

Block, J., H (Ed.). (1974). Schools, society and mastery learning. NY: Holt, Rhinehart and Winston.

Bloom, B., S. (1956). Taxonomy of educational objectives: Cognitive domain. NY: Longman.

Bloom, B. S. (1968). Learning for mastery. UCLA-CSEIP Evaluation Comment, 1(2), 273-281.

Bloom, B., S. (1970). Toward a theory of testing which includes measurement-evaluation-assessment. In M. Wittrock & D. Wiley (Eds.), The Evaluation of Instruction: Issues and Problems (pp. 25-69). NY: Holt, Rhinehart and Winston.

Bloom, B., S. (1976). Human characteristics and school learning. NY: McGraw-Hill.

Bloom, B., S. (1977). Time and learning. In M. Wittrock (Ed.), Learning and Instruction (pp. 586-597). Berkeley, CA: McCutchan.

Bloom, B., S. (1978). New views of the learner: Implications for instruction and curriculum. Educational Leadership, 35(7), 563-576.

Bloom, B., S. (1981). All our children learning. NY: McGraw-Hill.

Bloom, B., S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. Educational Leadership, 41(8), 4-17.

Bloom, B., S. (1987). A response to Slavin's mastery learning reconsidered. Review of Educational Research, 57(4), 507-508.

Bloom, B., S, Madaus, G., F, & Hastings, J., T. (1981). Evaluation to improve learning. NY: McGraw-Hill.

Bloom, B., S, Hastings, J., & Madaus, G., F (Eds.). (1971). Handbook on formative and summative evaluation of student learning. NY: McGraw-Hill.

Blum, R., E. (1985). Outcome-based schools: A definition. Outcomes, 5(1), 4-5.

Bonczar, T., P, & Easton, J., Q. (1983). The effect of mastery learning on student achievement. Chicago, IL. Center for the improvement of teaching and learning. (ERIC Document Reproduction Service No. ED 238 505).

Brandt, R. (1979). A conversation with Benjamin Bloom. Educational Leadership, 37(2), 157-161.

Brown, P. (1977). Using mastery learning in teaching college psychology classes. Unpublished Ph.D. Dissertation, Educational Psychology Department, Brigham Young University.

Burns, R., B. (1979). Mastery learning: Does it work? Educational Leadership, 37(2), 110-113.

Burns, R., B. (1980). Relation of aptitudes to learning at different points in time during instruction. Journal of Educational Psychology, 72(6), 785-795.

Burns, R., B. (1987). Models of instructional organization: A casebook on mastery learning and outcome-based education. San Francisco, CA: Far West Laboratory for Educational Research and Development.

Burns, R., B. (1992). Why the future of mastery learning points to the past. Outcomes, 11(3), 5-13.

Burns, R., B, & Squires, D. (1987). Curriculum organization in outcome-based education. (ERIC Document Reproduction Service No. ED 294 313).

Burns, W., A, & Wood, R., W. (1989). Teachers' perceptions of the effects of implementation of outcome-based education. (ERIC Document Reproduction Service No. ED 308 618).

Caponigri, R., S, Rocco, S., & Schumann, M. (1981). The impact of mastery learning on performance and attrition. (ERIC Document Reproduction Service No. ED 201 271).

Carroll, J., B. (1963). A model of school learning. Teachers College Record, 64(8), 723-733.

Carroll, J., B. (1970). Problems of measurement related to the concept of learning for mastery. In L. Anderson (Ed.), Perspectives on school learning: Selected writings of John B. Carroll (pp. 32-49). Hillsdale, NJ: Lawrence Erlbaum.

Carroll, J., B. (1971). The model of school learning: Progress of an idea. In L. Anderson (Ed.), Perspectives on school learning: Selected writings of John B. Carroll (pp. 82-108). Hillsdale, NJ: Lawrence Erlbaum.

Chan, K., S, & Cole, P., G. (1987). An aptitude treatment interaction in a mastery learning model of instruction. Journal of Experimental Education, 55(4), 189-200.

Chance, C., E. (1975). The effects of feedback/corrective procedures on reading achievement and retention. Unpublished Ph.D. Dissertation, University of New Orleans, LA.

Cheung, K. (1994). Assessing quality of learning in higher education: Methods, models and perspectives. (ERIC Document Reproduction Service No. ED 381 088).

Clark, C., R, Guskey, T., R, & Benninga, J., S. (1983). The effectiveness of mastery learning strategies in undergraduate education courses. Journal of Educational Research, 76(4), 210-214.

Cohen, A., & Hyman, J. (1991). New alignment experiments: Using outcome-based instruction to teach transfer of learning. Outcomes, 10(3), 11-16.

Cook, J., S. (1980). A mastery learning teaching strategy for the discrimination of nurse-patient interaction constructs in a simulated mental health clinic. Unpublished Ph.D. Dissertation, University of San Francisco, CA.

Cooke, L. (1979). Why business supports mastery learning. Educational Leadership, 37(2), 124-125.

Cregger, R., & Metzler, M. (1992). PSI for a college physical education basic instructional program. Educational Technology, 32(8), 51-56.

Daines, D. (1982). Designing instruction for mastery learning. (ERIC Document Reproduction Service No. ED 214 916).

Danielson, C. (1993). Teaching for mastery. Princeton, NJ: Outcomes Associates.

Danielson, G., & Haupt, J. (1977). Errors on unit quizzes predict midterm scores in a PSI course. (ERIC Document Reproduction Service No. ED 178 563).

Deaton, W., L. (1976). Grade expectations within a mastery learning strategy. (ERIC Document Reproduction Service No. ED 126 105).

Decker, B. (1989). Implementation of mastery learning and organizational characteristics that may affect implementation. Unpublished Ph.D. Dissertation, Columbia University, NY.

Decker, D., F. (1976). Teaching to achieve learning mastery by using re-testing techniques. (ERIC Document Reproduction Service No. ED 133 002).

Denton, J., & Henson, K. (1979). Mastery learning and grade inflation. Educational Leadership, 37(2), 150-152.

Denton, J., & Seymour, J. (1978). The influence of unit pacing and mastery learning strategies on the acquisition of higher order intellectual skills. Journal of Educational Research, 71(5), 267-271.

DeVaux, L., L. (1988). Teaching mathematics: Mastery learning versus traditional instruction. (ERIC Document Reproduction Service No. ED 296 893).

Duby, P., B. (1980). An investigation of the mediating role of causal attributions in school learning. Unpublished Ph.D. Dissertation, University of Chicago, IL.

Duby, P., B. (1981). Attributions and attributional changes: Effects of a mastery learning instructional approach. (ERIC Document Reproduction Service No. ED 200 640).

Dunkle, S., E. (1984). Use of mastery learning approach in allied health programs: Emergence of higher education. (ERIC Document Reproduction Service No. ED 260 606).

Dunkleberger, G., E, & Knight, C., W. (1979). Cognitive consequences of mastery learning via computer-generated repeatable tests. Journal of Educational Research, 72(5), 270-272.

Ebel, R., L, & Frisbie, D., A. (1991). Essentials of educational measurement (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Ely, D., & Minars, E. (1973). The effects of a large scale mastery environment on students' self-concept. Journal of Experimental Education, 41(4), 20-22.

Epstein, R. (Ed.). (1982). Skinner for the classroom. Champaign, IL: Research Press.

Fehlen, J., E. (1976). Mastery learning techniques in the traditional classroom setting. School Science and Mathematics, 76(3), 241-245.

Finn, C. (1991). As much time as necessary. College Board Review, 161, 24-29.

Fitzpatrick, K., A. (1985). Group-based mastery learning: A robin hood approach to instruction? (ERIC Document Reproduction Service No. ED 255 556).

Fredrick, W., C, & Walberg, H., J. (1980). Learning as a function of time. Journal of Educational Research, 73(4), 183-204.

Fuchs, L., S. (1985). A comparison of mastery learning procedures among low and high ability students. (ERIC Document Reproduction Service No. ED 259 307).

Fuchs, L., S, Fuchs, D., & Tindal, G. (1986). Effects of mastery learning procedures on student achievement. Journal of Educational Research, 79(5), 286-291.

Gentile, J., R. (1990). Educational psychology. Duburque, IO: Kendall\Hunt.

Gettinger, M. (1985). Time allocated and time spent relative to time needed for learning as determinants of achievement. Journal of Educational Psychology, 77(1), 3-11.

Glickman, C. (1979). Mastery learning stifles individuality. Educational Leadership, 37(2), 100-102.

Goldwater, B., C, & Acker, L., E. (1975). Instructor paced, mass testing for mastery performance in an introductory psychology course. Teaching of Psychology, 2(4), 152-155.

Grabe, M. (1994). Motivational deficiencies when multiple examinations are allowed. Contemporary Educational Psychology, 19(1), 45-52.

Gray, I., L, & Hymel, G., M (Eds.). (1992). Successful schooling for all: A primer on outcome based education and mastery learning. Roseville, MN: Network for Outcome Based Schools.

Green, J., A. (1975). Teacher made tests (2nd ed.). NY: Harper & Row.

Guskey, T., R. (1985). Implementing mastery learning. Belmont, CA: Wadsworth.

Guskey, T., R. (1987). Rethinking mastery learning reconsidered. Review of Educational Research, 57(2), 225-229.

Guskey, T., R. (1987). Defining the essential elements of mastery learning. Outcomes, 6(1), 30-34.

Guskey, T., R. (1988). Improving student learning in college classrooms. Springfield, IL: Charles Thomas.

Guskey, T., R. (1988). Bloom's mastery learning and Hunter's mastery teaching: Compliment or conflict? (ERIC Document Reproduction Service No. ED 292 808).

Guskey, T., R. (1993). Preservice and inservice professional development efforts regarding Bloom's learning for mastery. (ERIC Document Reproduction Service No. ED 360 282).

Guskey, T., R, Benninga, J., S, & Clark, C., R. (1984). Mastery learning and students' attributions at the college level. Research in Higher Education, 20(4), 491-498.

Guskey, T., R, Clark, R., C, & Benniga, J., S. (1982). The effectiveness of mastery learning strategies in undergraduate education courses. Chicago, IL. Center for the improvement of teaching and learning. (ERIC Document Reproduction Service No. ED 213 702).

Guskey, T., R, & Gates, S., L. (1985). A synthesis of research on group-based mastery learning programs. (ERIC Document Reproduction Service No. ED 262 088).

Guskey, T., R, & Gates, S., L. (1986). Synthesis of research on the effects of mastery learning in elementary and secondary classrooms. Educational Leadership, 43(8), 73-80.

Guskey, T., R, & Monsaas, J., A. (1979). Mastery learning: A model for academic success in urban junior colleges. Research in Higher Education, 11(3), 263-274.

Guskey, T., R, & Pigott, T., D. (1988). Research on group based mastery learning programs: A meta-analysis. Journal of Educational Research, 81(4), 197-216.

Hagen, A., & Weinstein, C.-E. (1995). Achievement goals, self-regulated learning, and the role of classroom context. New Directions for Teaching and Learning, 63, 43-55.

Hammons, J., & Barnsley, J. (1992). Everything you need to know about developing a grading plan for your course. Journal of Excellence in College Teaching, 3, 51-68.

Honeycutt, J., K. (1974). The effects of computer managed instruction on content learning of undergraduate students. (ERIC Document Reproduction Service No. ED 089 682).

Horton, L. (1979). Mastery learning: Sounds good in theory, but. Educational Leadership, 37(2), 154-156.

Horton, L. (1981). Mastery learning. Bloomington, IL: Phi Delta Kappa Educational Foundation.

Hyman, J., & Cohen, A., S. (1979). Learning for mastery: Ten conclusions after 15 years and 3,000 schools. Educational Leadership, 37(2), 104-109.

Hymel, G., M. (1982). Mastery learning: A comprehensive bibliography. Clearinghouse on mastery learning, Loyola center for educational improvement. Loyola University, LA.

Hymel, G., M. (1993). Instructional Design Applications in the Teaching of Psychology. Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-25, 1993). (ERIC Document Reproduction Service No. ED375 182).

Jantjes, M., E. (1988). Improving student learning though the enhancement of initial cognitive prerequisites combined with mastery learning. Unpublished Ph.D. Dissertation, Northwestern University, Evanston, IL.

Johnson, G. (1995). First steps to excellence in college teaching. Madison, WI: Magma.

Jones, B., F. (1978). Improving reading comprehension: Embedding diverse learning strategies within a mastery learning instructional framework. (ERIC Document Reproduction Service No. ED 170 698).

Jones, B., F. (1985). Guidelines for instruction-enriched mastery learning. In D. Levine (Ed.), Improving student achievement through mastery learning (pp. 11-44). San Francisco, CA: Jossey-Bass.

Jones, B., F, & Spady, W., G. (1985). Enhanced mastery learning and quality of instruction. In D. Levine (Ed.), Improving student achievement through mastery learning programs (pp. 11-46). San Francisco, CA: Jossey-Bass.

Jones, E., L. (1975). Mastery learning: A strategy for academic success in a community college. (ERIC Document Reproduction Service No. ED 115 315).

Joyce, B., & Weil, M. (1980). Mastery learning: Making time count for the learner. In B. Joyce & M. Weil (Eds.), Models of teaching (2nd ed., pp. 446-454). Englewood Cliffs, NJ: Prentice-Hall.

Karweit, N., & Slavin, R., E. (1982). Time on task: Issues of timing, sampling, and definition. Journal of Educational Psychology, 74(6), 844-851.

Katims, M. (1979). Unsystematic observations on success. Educational Leadership, 37(2), 118-119.

Keller, F., S. (1968). Good-bye, teacher... Journal of Applied Behavioral Analysis, 1, 78-89.

Klein, J. (1979). Designing a mastery learning program. Educational Leadership, 37(2), 144-147.

Knight, J., M, Williams, J., D, & Jardon, M., L. (1975). The effects of contingency avoidance on programmed student achievement. Research in Higher Education, 3(1), 11-17.

Krathwohl, D., Bloom, B., & Masia, B. (1964). Taxonomy of educational Objectives: Affective domain. NY: Longman.

Kulik, C., C, Kulik, J., A, & Bangert-Drowns, R., L. (1990). Effectiveness of mastery learning programs: A meta-analysis. Review of Educational Research, 60(2), 265-299.

Kulik, J., A, Kulik, C., C, & Bangert-Drowns, R., L. (1990). Is there better evidence on mastery learning? Review of Educational Research, 60(2), 303-307.

Lee, J., F, & Pruitt, K., W. (1984). Providing for individual differences in student learning: A mastery learning approach. Springfield, IL: Charles C. Thomas.

Lee, M., L, & McLean, J. (1978). A comparison of achievement and attitudes among three methods of teaching educational psychology. Journal of Educational Research, 72(2), 86-90.

Levine, D., U (Ed.). (1985). Improving student achievement through mastery learning programs. San Francisco, CA: Jossey-Bass.

Levine, D., U. (1985). Key considerations for achieving success in mastery learning programs. In D. Levine (Ed.), Improving student achievement through mastery learning programs (pp. 273-294). San Francisco, CA: Jossey-Bass.

Lewis, E., W. (1984). The effects of a mastery learning strategy and an interactive quiz strategy on student achievement and attitude in college trigonometry. Unpublished Ph.D. Dissertation, Memphis State University, TN.

Livingston, J., & Gentile, J. R. (1996). Mastery learning and the decreasing variability hypothesis. Journal of Educational Research, 90(2), 67-74.

Lucindo, H. (1992). Physics for mastery. Physics Teacher, 30(2), 96-101.

Lyon, M., A, & Gettinger, M. (1985). Differences in student performance on knowledge, comprehension, and application tasks: Implications for school learning. Journal of Educational Psychology, 77(1), 12-19.

Lysakowski, R., S. (1981). Cues, participation and corrective feedback in relation to learning: A quantitative synthesis for education policy. Unpublished Ph.D. Dissertation, University of Illinois, IL.

Martin, R., & Srikameswaran, K. (1974). Correlation between frequent testing and student performance. Journal of Chemical Education, 51(7), 485-486.

Martuza, V., R. (1977). Applying norm-referenced and criterion referenced measurement in education. Boston, MS: Allyn and Bacon.

McIntyre, J. (1991). Individualized mastery: The adaptable, efficient, and economical link to the future. Education Canada, 31(4), 36-40.

Mevarech, Z., R. (1980). The role of teaching-learning strategies in developing higher order cognitive achievement. Unpublished Ph.D. Dissertation, University of Chicago, IL.

Mevarech, Z., R. (1985). The effects of cooperative mastery learning strategies on mathematics achievement. Journal of Educational Research, 78(6), 372-377.

Montazemi, A., & Wang, P. (1995). An empirical investigation of CBI in support of mastery learning. Journal of Educational Computing Research, 13(2), 185-205.

Murphy, C. (1984). Outcome-based instructional systems: Primer and practice. (ERIC Document Reproduction Service No. ED 249 265).

Nation, J., R, Knight, J., M, Lamberth, J., & Dyck, D., G. (1974). Programmed student achievement: A test of the avoidance hypothesis. Journal of Experimental Education, 42(3), 57-61.

Nation, J., R, Massad, P., & Wilkerson, D. (1977). Student performance in introductory psychology following termination of the programmed achievement contingency at mid-semester. Teaching of Psychology, 4(3), 116-119.

Nation, J., R, & Roop, S., S. (1975). A comparison of two mastery approaches to teaching introductory psychology. Teaching of Psychology, 2(3), 108-111.

Nepote-Adams, S. (1991). Enhancing mastery learning with instructional technologies. Outcomes, 10(3), 17-20.

Omelich, C., L, & Covington, M., L. (1981). Why does behavioral instruction work? A component analysis of performance and motivational outcomes. (ERIC Document Reproduction Service No. ED 213 329).

Palardy, J., M. (1986). Mastery learning: A mixed view. Education, 107(4), 424-427.

Paul, R., W. (1985). Bloom's taxonomy and critical thinking instruction. Educational Leadership, 42(8), 36-39.

Pringle, P., R. (1983). Outcome-based program implementation. Outcomes, 2(3), 31-35.

Pringle, P., R. (1985). Establishing a management plan for implementing mastery learning. In D. Levine (Ed.), Improving student achievement through mastery learning programs (pp. 155-172). San Francisco, CA: Jossey-Bass.

Robb, D., W. (1985). Strategies for implementing successful mastery learning programs: Case studies. In D. Levine (Ed.), Improving student achievement through mastery learning programs (pp. 255-274). San Francisco, CA: Jossey-Bass.

Roberts, N. (1976). Further verification of Bloom's taxonomy. Journal of Experimental Education, 45(1), 16-19.

Ryan, D., W. (1985). Preactive and proactive supervision of mastery learning programs. In D. Levine (Ed.), Improving student achievement through mastery learning programs (pp. 45-67). San Francisco, CA: Jossey-Bass.

Rysberg, J., A. (1986). Effects of modifying instruction in a college classroom. Psychological Reports, 58, 965-966.

Seddon, G. (1978). The properties of bloom's taxonomy of educational objectives for the cognitive domain. Review of Educational Research, 48(3), 303-323.

Senemoglu, N., & Fogelman, K. (1995). Effects of enhancing behavior of students and use of feedback-corrective procedures. Journal of Educational Research, 89(1), 59-63.

Sheldon, M., & Miller, E., D. (1973). Behavioral objectives and mastery learning applied to two areas of junior college instruction. (ERIC Document Reproduction Service No. ED 082 730).

Squires, D., A. (1984). The curriculum matrix: A management system for mastery learning. (ERIC Document Reproduction Service No. ED 250 819).

Squires, D., A. (1986). Curriculum development within a mastery learning framework. (ERIC Document Reproduction Service No. ED 275 059).

Stinard, T., & Dolphin, W. (1981). Which students benefit from self-paced mastery instruction and why. Journal of Educational Psychology, 73(5), 754-763.

Strasler, G., M. (1979). The process of transfer in a learning for mastery setting. (ERIC Document Reproduction Service No. ED 174 642).

Strasler, G., M. (1982). Affective outcomes in a learning for mastery setting. (ERIC Document Reproduction Service No. ED 220 742).

Swanson, D., H. (1977). A comparison of mastery learning feedback systems affecting achievement in chemistry. (ERIC Document Reproduction Service No. ED 139 650).

Tennenbaum, G. (1986). The effect of quality of instruction on higher and lower mental processes and on the prediction of summative achievement. Journal of Educational Research, 80(2), 105-114.

Thompson, S., B. (1980). Do individualized mastery and traditional instructional systems yield different course effects in college calculus? American Educational Research Journal, 17(3), 361-375.

Torshen, K., P. (1977). The mastery approach to competency-based education. NY: Academic Press.

Torshen, K., P. (1977). Mastery model implementation: Cognitive consequences. In The mastery approach to competency-based education (pp. 55-74). NY: Academic Press.

Torshen, K., P. (1977). Mastery model implementation: Affective consequences. In The mastery approach to competency-based education (pp. 75-101). NY: Academic Press.

Towers, J. (1994). The perils of outcome-based teacher education. Phi Delta Kappan, 75(8), 624-627.

Treffinger, D., J, Davis, J., K, & Ripple, R., E (Eds.). (1977). Handbook on teaching educational psychology. NY: Academic Press.

Utah system approach to individualized learning project. (1976). Teaching for mastery in mathematics using the U-sail basic mathematics system. (ERIC Document Reproduction Service No. ED 171 513).

Vickery, T., R. (1985). Excellence in an outcome driven school district. (ERIC Document Reproduction Service No. ED 293 813).

Walker, M. (1992). Outcome-based education: Can it improve standardized test scores? Quality Outcomes-Driven Education, 1(5), 31-35.

Ward, G. (1979). Learning time and teaching for mastery. Hawthorn, Australia: The Australian Council for Educational Research.

Whiting, B., & Render, G., F. (1984). Cognitive and affective outcomes of mastery learning: A review of 16 semesters. (ERIC Document Reproduction Service No. ED 254 528).

Whiting, B., Van-Burgh, J., & Render, G. (1994). Mastery Learning: Thousands of students, thousands of excellent learners. (ERIC Document Reproduction Service No. ED425159).

Wire, D., R. (1979). Mastery learning program, Durham College: Report on progress during the first year. (ERIC Document Reproduction Service No. ED 187 387).

Yeany, R., H, Dost, R., J, & Matthews, R., W. (1980). The effects of diagnostic-prescriptive instruction and locus of control on the achievement and attitudes of university students. Journal of Research in Science Teaching , 17(6), 537-545.

Yeany, R., H, Waugh, M., L, & Blalock, A., L. (1979). The effects of achievement diagnosis with feedback on the science achievement and attitude of university students. Journal of Research in Science Teaching , 16(5), 465-472.

Yildiran, G. (1977). The effects of level of cognitive achievement on selected learning criteria under mastery learning and normal classroom instruction. Unpublished Ph.D. Dissertation, University of Chicago, IL.